

MOUNT PLEASANT MIDDLE

3075 Elliott Hwy.
Elliott, South Carolina 29046

GRADES 7-8 Middle School

ENROLLMENT 403 Students

PRINCIPAL Dr. Elton Jenkins 803-428-3610

SUPERINTENDENT Dr. Willie Townes 803-484-5327

BOARD CHAIR Mrs. Queenie Boyd 803-486-6326

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 0 | 2 | 13 | 12 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 7 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

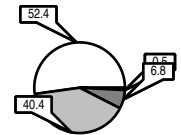
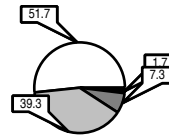
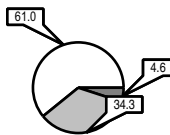
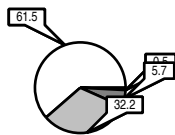
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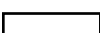
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Unsatisfactory | Unsatisfactory | N/A |
| 2002 | Unsatisfactory | Good | N/A |
| 2003 | Unsatisfactory | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|---|-----------------|-----------------|----------------|
| Number of surveys returned | 29 | 172 | 87 |
| Percent satisfied with learning environment | 69.0% | 52.6% | 63.1% |
| Percent satisfied with social and physical environment | 62.1% | 52.7% | 53.1% |
| Percent satisfied with home-school relations | 28.6% | 73.2% | 54.8% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 433 | 97.5 | 61.0 | 34.3 | 4.6 | N/A | 4.6 | 17.6 |
| Gender | | | | | | | | |
| Male | 238 | 95.8 | 71.1 | 24.7 | 4.1 | N/A | 4.1 | 17.6 |
| Female | 195 | 99.5 | 49.7 | 45.1 | 5.2 | N/A | 5.2 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 18 | 94.4 | 27.3 | 54.5 | 18.2 | N/A | 18.2 | 17.6 |
| African-American | 412 | 97.6 | 62.3 | 33.7 | 4.0 | N/A | 4.0 | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 377 | 98.4 | 56.3 | 38.4 | 5.3 | N/A | 5.3 | 17.6 |
| Disabled | 56 | 91.1 | 95.5 | 4.5 | N/A | N/A | N/A | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 433 | 97.5 | 61.0 | 34.3 | 4.6 | N/A | 4.6 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 433 | 97.5 | 61.0 | 34.3 | 4.6 | N/A | 4.6 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 391 | 97.4 | 63.7 | 32.3 | 4.1 | N/A | 4.1 | 17.6 |
| Full-pay meals | 42 | 97.6 | 21.7 | 65.2 | 13.0 | N/A | 13.0 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|------|
| Mathematics | | | | | | | | |
| All students | 433 | 98.6 | 61.5 | 32.2 | 5.7 | 0.5 | 6.2 | 15.5 |
| Gender | | | | | | | | |
| Male | 238 | 97.5 | 62.8 | 31.6 | 5.1 | 0.5 | 5.6 | 15.5 |
| Female | 195 | 100.0 | 60.1 | 32.9 | 6.4 | 0.6 | 6.9 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 18 | 100.0 | 36.4 | 36.4 | 18.2 | 9.1 | 27.3 | 15.5 |
| African-American | 412 | 98.5 | 62.8 | 32.4 | 4.5 | 0.3 | 4.8 | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 377 | 98.9 | 58.5 | 34.4 | 6.5 | 0.6 | 7.1 | 15.5 |
| Disabled | 56 | 96.4 | 82.6 | 17.4 | N/A | N/A | N/A | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 433 | 98.6 | 61.5 | 32.2 | 5.7 | 0.5 | 6.2 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 433 | 98.6 | 61.5 | 32.2 | 5.7 | 0.5 | 6.2 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 391 | 98.5 | 63.2 | 31.0 | 5.5 | 0.3 | 5.8 | 15.5 |
| Full-pay meals | 42 | 100.0 | 37.5 | 50.0 | 8.3 | 4.2 | 12.5 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 227 | N/A | 57.1 | 37.9 | 4.5 | 0.4 | 4.9 |
| | Grade 8 | 193 | N/A | 58.1 | 35.6 | 5.8 | 0.5 | 6.3 |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 216 | 96.8 | 59.1 | 36.4 | 4.5 | N/A | 4.5 |
| | Grade 8 | 217 | 98.2 | 62.8 | 32.5 | 4.7 | N/A | 4.7 |

| Mathematics | | | | | | | | |
|-------------|---------|-----|------|------|------|-----|-----|-----|
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 227 | N/A | 69.6 | 25.4 | 4.0 | 0.9 | 4.9 |
| | Grade 8 | 193 | N/A | 71.4 | 25.0 | 1.6 | 2.1 | 3.6 |
| 2003 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | 216 | 98.6 | 63.5 | 27.0 | 8.4 | 1.1 | 9.6 |
| | Grade 8 | 217 | 98.6 | 59.7 | 37.2 | 3.1 | N/A | 3.1 |

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n= 403) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 8.2% | Down from 10.4% | 7.8% | 14.4% |
| Retention rate | 7.0% | Up from 6.0% | 3.1% | 2.3% |
| Attendance rate | 90.8% | Down from 91.3% | 94.6% | 95.2% |
| Eligible for gifted and talented | 4.0% | No change | 4.9% | 13.6% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 13.2% | Up from 8.9% | 16.3% | 14.1% |
| Older than usual for grade | 9.7% | Up from 9.6% | 9.9% | 4.9% |
| Suspended or expelled | 20.1% | Up from 9.8% | 1.6% | 1.3% |
| Annual dropout rate | 0.0% | Down from 0.9% | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|------------------|-----------|-----------|
| Teachers (n= 34) | | | | |
| Teachers with advanced degrees | 35.3% | Up from 32.4% | 44.6% | 47.1% |
| Continuing contract teachers | 41.2% | Down from 50.0% | 70.7% | 82.5% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 47.8% | Down from 50.1% | 73.9% | 84.3% |
| Teacher attendance rate | 96.6% | Up from 95.4% | 94.6% | 95.0% |
| Average teacher salary | \$35,742 | Up 2.2% | \$38,876 | \$39,924 |
| Prof. development days/teacher | 13.1 days | Up from 5.0 days | 12.8 days | 10.7 days |

| | | | | |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 2.0 | 3.0 |
| Student-teacher ratio | 22.0 to 1 | Up from 21.3 to 1 | 17.3 to 1 | 21.0 to 1 |
| Prime instructional time | 86.7% | Up from 85.2% | 86.7% | 88.9% |
| Dollars spent per pupil* | \$6,348 | Up 21.5% | \$7,457 | \$5,854 |
| Percent spent on teacher salaries* | 57.3% | Down from 64.0% | 58.7% | 62.0% |
| Opportunities in the arts | Fair | Down from Good | Good | Good |
| Parents attending conferences | 76.4% | Down from 95.3% | 92.1% | 94.8% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Mount Pleasant Middle School is to prepare all students to succeed as lifelong learners in a global society by participating in a challenging and relevant curriculum that is diverse and motivating. Teachers, staff members, parents, and the community have worked very hard to ensure that this mission is carried out each day in classroom learning experiences.

Test results indicated a need for intense instruction in the areas of reading, writing, and mathematics. Several innovative strategies, activities, and programs were developed and/or implemented to address these deficiencies: SOAR to Success, Accelerated Reader, and Accelerated Classes. PLATO was offered through a new computer laboratory with 24 new computers. A balanced literacy model was implemented in language arts classes and an intense instructional model was utilized for mathematical instruction. Professional development activities for teachers included Standards in Practice, Standards-Based Instruction, Cooperative Learning, Reading in the Content Areas, and Classroom Management. Several teachers enhanced their skills by taking graduate courses and by participating in study groups.

The after-school program, The Success Center, offered students additional opportunity to extend their learning. This program provided homework assistance and small group tutoring. Communities in Schools, funded by a federal grant, continued its after school homework program as well.

Additional business partners, Rexam and Consolidated Coca Cola were established to complement our school's programs. The Mount Pleasant Echo, the school newsletter, was published and circulated to enhance communication between home and school. Parenting sessions were held to provide parents with information about the curriculum, PACT, and effective parenting skills.

James White, a seventh grade language arts teacher, earned National Board Certification.

Mount Pleasant looks forward to the support and participation of students, parents, and faculty for the 2003-2004 school year.

Janice L. Rivers, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.